



PARKSIDE COMMUNITY PRIMARY SCHOOL

Pupil Premium Funding 2019 - 2020

What is Pupil Premium?

In 2011-12 the Government launched its Pupil Premium Funding. The Pupil Premium is allocated to schools to be used for children from low-SENCO families who are eligible for Free School Meals (FSM), children who have been looked after continuously for more than six months and children whose parents are currently serving in the armed forces. Since April 2012 Pupil Premium funding was extended to children who have been eligible for free school meals at any point in the last six years. Schools also receive funding for pupils who have left local authority care because of adoption, a special guardianship order, a child arrangements order, or a residence order. Children who have been in local authority care for one day or more (Looked-after children) also attract funding. These funds go to the virtual school head (VSH) in the local authority and schools receive funding from the VSH.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

We have the highest expectations for all our pupils. We assess, track, monitor and evaluate the progress of each individual child and this informs our provision. At Parkside Community Primary School we take into account the following factors when deciding how to spend Pupil Premium funding:

- **How to adapt high quality whole class teaching to meet the needs of those eligible for Premium funding and all pupils.**
- **How to identify the right provision for Pupil Premium pupils: what is effective for one pupil might not be so effective for another.**
- **How to ensure that the Pupil Premium pupils have the opportunity to apply and consolidate what they have learnt in group and individual tuition.**
- **How to enhance provision if the pupil also has special education needs or disabilities (SEN/D)**
- **How to train teachers and teaching assistants so that the needs of those eligible for the Pupil Premium, and all pupils, are met.**
- **How to engage with parents so that school and home can work together to meet needs.**
- **How to support pupils to ensure they fully participate in all that the school can offer**
- **How to use research findings which show relative effectiveness of different interventions.**



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Provision:	Cost	Success Criteria:	Review of impact																				
<p>'Achievement for All' programme:</p> <ul style="list-style-type: none"> The Achievement for All programme will provide an improvement framework that is tailored and led through a strong partnership between an Achievement Coach and a nominated School Champion. The framework is structured around leadership, teaching and learning, wider outcomes and opportunities and parent and carer engagement. The Achievement Coach and School Champion will develop an action plan to support the implementation of the four elements through high impact and evidence-based core interventions, alongside tailored, school-driven activities. The aim is to raise the aspiration, access, attainment and achievement in every child. The Achievement Coach will work with Parkside to: <ul style="list-style-type: none"> Identify target groups who are vulnerable as low achievers. One of these target groups will be Pupil Premium. Carry out a Needs Analysis as a self-evaluation against the Afa Quality Scheme Framework. Form an action plan, aligned and embedded within the school development plan. Four Core Modules will be chosen and committed to by Parkside. Collect and report baseline data for the target groups of children. Evaluate the impact of the AfA programme through completion of an online report, at the end of each school term. 	<p>£5,950</p>	<p>Specific outcomes to be decided and planned with the Achievement for All Coach, forming the action plan for the target groups of children.</p> <p>Disadvantaged pupils will receive additional, tailored support to meet their individual needs in Reading, Writing and Maths.</p> <p>Disadvantaged pupils will make at least good progress from their starting points.</p> <p>In Year 6, the gap between disadvantaged pupils and non-disadvantaged pupils will be reduced in comparison to last year's gap.</p> <p>The percentage of disadvantaged pupils in Year 6 achieving the expected standard will match the National statistic.</p>	<p>Average points progress Sept 2019-April 2020 (Y1-Y6)</p> <table border="1" data-bbox="1574 515 2152 874"> <thead> <tr> <th></th> <th>PPG</th> <th>Non PPG</th> <th>All</th> <th>Difference between PPG/Non PPG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0.6</td> <td>0.9</td> <td>0.8</td> <td>-0.3</td> </tr> <tr> <td>Writing</td> <td>-0.3</td> <td>0.5</td> <td>0.4</td> <td>-0.8</td> </tr> <tr> <td>Maths</td> <td>0.9</td> <td>1.0</td> <td>0.9</td> <td>-0.1</td> </tr> </tbody> </table> <p>Achievement for All action plan completed and shared.</p> <p>Target pupils identified.</p> <p>Training on Constructive Conversations for teachers completed in January 2020.</p> <p>Training for teaching assistants completed in March 2020.</p>		PPG	Non PPG	All	Difference between PPG/Non PPG	Reading	0.6	0.9	0.8	-0.3	Writing	-0.3	0.5	0.4	-0.8	Maths	0.9	1.0	0.9	-0.1
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<p>Two Intervention teachers:</p> <ul style="list-style-type: none"> • An experienced teacher to provide Year 6 support, where gaps in learning will be identified and addressed through the delivery of 'closing the gap' interventions twice weekly. <ul style="list-style-type: none"> - Year 6 teachers will work collaboratively with this teacher to plan effective interventions for identified PPG pupils. - The intervention teacher will keep a record of the sessions provided and the impact on the achievement of the child. - Year 6 teachers will monitor the impact on PPG pupils through observations and monitoring files. - The SENCO will oversee and track the provision and impact of the interventions through observations, monitoring intervention logs and data analysis. • A dyslexia trained teacher to provide tailored interventions to pupils with reading and writing difficulties, particularly for pupils with dyslexic tendencies. <ul style="list-style-type: none"> - The SENCO will identify pupils for the teacher to work with, where reading and writing difficulties have been identified. - The SENCO will work collaboratively with the teacher to ensure that pupils receive provision that is suited to their individual needs. - The dyslexia teacher will provide thorough assessments and reports for each child along with weekly evaluations of the interventions. - The dyslexia teacher will contribute towards SEND support plans to ensure that identified pupils have ongoing, planned targets and provision. - The SENCO will oversee the provision for these pupils through observations and through monitoring the application of recommendations given in the pupils' reports within whole 	<p>£16,000</p>	<p>Disadvantaged pupils will receive additional, tailored support to meet their individual needs in Reading, Writing and Maths.</p> <p>Disadvantaged pupils will make at least good progress from their starting points.</p> <p>In Year 6, the gap between disadvantaged pupils and non-disadvantaged pupils will be reduced in comparison to last year's gap.</p> <p>The percentage of disadvantaged pupils in Year 6 achieving the expected standard will match the National statistic.</p>	<p>All Year 6 pupils received additional Reading, Writing, Maths and SPAG support. 22 of these pupils were PPG. At the end of Spring term 2020, attainment for PPG pupils in Reading, Writing and Maths was in line with non-PPG pupils.</p> <p><u>In year progress (September 2019-April 2020)</u></p> <table border="1" data-bbox="1574 679 2150 1037"> <thead> <tr> <th></th> <th>PPG</th> <th>Non PPG</th> <th>All</th> <th>Difference between PPG/Non PPG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>1.5</td> <td>1.9</td> <td>1.7</td> <td>-0.4</td> </tr> <tr> <td>Writing</td> <td>1.9</td> <td>2.0</td> <td>1.9</td> <td>-0.1</td> </tr> <tr> <td>Maths</td> <td>1.9</td> <td>1.9</td> <td>1.9</td> <td>0</td> </tr> </tbody> </table> <p>From April 2019-April 2020, the dyslexia teacher supported 13 pupils, completing specialist assessments, working with the pupils each week on a 1:1 basis and writing reports and targets for these pupils. 6 of these pupils were PPG. 5 out of 6 of these pupils made positive+ progress in Reading and Writing.</p>		PPG	Non PPG	All	Difference between PPG/Non PPG	Reading	1.5	1.9	1.7	-0.4	Writing	1.9	2.0	1.9	-0.1	Maths	1.9	1.9	1.9	0
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<p>class provision or within overlearning sessions delivered by the SEND TA.</p>			<p>There were no end of KS2 SATS in 2020 due to the Coronavirus. The target for the end of year was 65% in Reading, 65% in Writing and 65% in Maths for the cohort and pupils were on track to meet these targets.</p>
<p>Safe Space school counsellor visiting school one day per week:</p> <ul style="list-style-type: none"> • The school counsellor will work with 4 identified pupils with social, emotional difficulties each week for one hour per session. • The Pastoral Care-Coordinator will identify pupils in collaboration with the SENCO and teachers. • The School Counsellor will work closely with the Pastoral Care Co-ordinator, SENCO and class teachers to identify the pupils' needs. • Progress will be monitored externally and confidentially by the counsellor and internally by SENCO/Pastoral Care Co-ordinator. 	<p>£6,360</p>	<p>Pupils will receive professional support they need to develop and aide their emotional health and well-being.</p> <p>Pupils will be provided with an outlet for expressing and managing their emotions in response to traumatic or difficult events or lifestyles.</p> <p>Pupils will feel safe to express their difficulties, thoughts and emotions.</p> <p>Pupils will feel more confident in managing their emotions.</p> <p>Pupils will be more engaged and will feel secure to participate in learning in the classroom.</p>	<p>Between April 2019 and April 2020, 9 pupils received counselling sessions (one hour weekly).</p> <p>7 out of 9 pupils were PPG pupils. The counselling session enabled the pupils to express and manage their emotions around difficult changes in their personal lives, in a safe space.</p> <p>All pupils received closing reports to demonstrate the themes explored and the impact of the sessions for each individual session.</p>
<p>Subsidised school trips and clubs:</p> <ul style="list-style-type: none"> • All disadvantaged pupils will be included in the wider opportunities that the school has to offer. Pupils will benefit from residential trips, school trips and clubs, should the need arise. 	<p>£10,000</p>	<p>All pupil premium children will have the opportunity to access school trips – both residential and day trips in order to experience a wealth of life experiences.</p>	<p>School trips and clubs (including Breakfast Club)– PPG children subsidised.</p> <p>Tea and Toast – From September 2019-July 2020, 9 children attended Tea and Toast regularly. 5 of these pupils were PPG.</p>



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<ul style="list-style-type: none"> • Costings for pupil premium pupils will be monitored by office staff. 		<p>Approximately 8 pupils will be able to access consistently attendance at breakfast club. Attendance will improve for pupils attending breakfast club.</p>	<p>Other after school clubs–PPG pupils attended a range of after school clubs, including Cooking Club, Film Club, Football Club, Art Club, Multisport Club, Sewing Club and Table Tennis Club.</p> <p><u>Attendance of PPG pupils in Out Hours School Learning (Spring 2020)</u></p> <table border="1" data-bbox="1574 703 2152 1233"> <thead> <tr> <th>Club</th> <th>Number of pupils attending</th> <th>% PPG</th> </tr> </thead> <tbody> <tr> <td>Art</td> <td>21</td> <td>24</td> </tr> <tr> <td>Cooking</td> <td>4</td> <td>0</td> </tr> <tr> <td>Film</td> <td>15</td> <td>53</td> </tr> <tr> <td>Football (Y1/2)</td> <td>9</td> <td>44</td> </tr> <tr> <td>Football (Y3/4)</td> <td>11</td> <td>45</td> </tr> <tr> <td>Football (Y5/6)</td> <td>19</td> <td>58</td> </tr> <tr> <td>Multisport</td> <td>12</td> <td>17</td> </tr> <tr> <td>Netball</td> <td>14</td> <td>21</td> </tr> <tr> <td>Sewing</td> <td>7</td> <td>14</td> </tr> <tr> <td>Table tennis</td> <td>13</td> <td>8</td> </tr> </tbody> </table>	Club	Number of pupils attending	% PPG	Art	21	24	Cooking	4	0	Film	15	53	Football (Y1/2)	9	44	Football (Y3/4)	11	45	Football (Y5/6)	19	58	Multisport	12	17	Netball	14	21	Sewing	7	14	Table tennis	13	8
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<p>Attendance Officer employed to monitor pupil absence and attendance:</p>	<p>£9,925</p>	<p>Pupils with low attendance are monitored rigorously.</p>																																		



<ul style="list-style-type: none"> • The attendance officer will monitor absence on a daily basis. Calls to parents to be made immediately. • Pupils /families with persistent absence to be monitored through SIMS reporting. • The attendance officer will organise and lead attendance surgeries for families with poor attendance and will work collaboratively with the Pastoral Care Coordinator and SENCO to support families with additional vulnerabilities, but also raise the awareness of the impact that poor attendance has on these vulnerable pupils. • The attendance officer will report attendance for pupils with SEND and liaise with the SENCO to discuss actions. • The attendance officer will follow procedures and policy for families and pupils with attendance issues and will liaise with the AIO for persistent absentees. 		<p>The attendance of disadvantaged pupils will rise and exceed last year's attendance figure.</p> <p>The gap in attendance between disadvantaged pupils and non-disadvantaged pupils will be reduced and will be smaller than last year's gap.</p> <p>The attendance of targeted pupils will improve e.g. those being addressed through attendance surgeries.</p>	<table border="1" data-bbox="1574 467 2101 699"> <thead> <tr> <th>Group</th> <th>Sept 18 – Jul 19</th> <th>Sept 19 – April 20</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>93.8%</td> <td>93.5%</td> <td>-0.3%</td> </tr> <tr> <td>PPG</td> <td>92.6%</td> <td>91.7%</td> <td>-0.9%</td> </tr> <tr> <td>Non PPG</td> <td>94%</td> <td>95.2%</td> <td>1.2%</td> </tr> </tbody> </table> <p>There were 4 Fixed Penalty Notices issues, 2 of which were to PPG pupils.</p> <p>7 pupils received formal warnings, of which 3 were PPG pupils.</p> <p>Attendance of PPG pupils will be a priority in the 2020/21 strategy. A new attendance action plan has been written, with a focus on earlier intervention with families where attendance has been an issue.</p>	Group	Sept 18 – Jul 19	Sept 19 – April 20	Progress	All	93.8%	93.5%	-0.3%	PPG	92.6%	91.7%	-0.9%	Non PPG	94%	95.2%	1.2%
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<p>Attendance reward costs:</p> <ul style="list-style-type: none"> • The attendance officer will monitor pupil attendance to track which pupils are entitled to a weekly attendance stamp for 100% attendance. Six attendance stamps will result in a choice of a selection of toys from the attendance trolley. The officer will keep a record of pupils who have achieved a toy reward, in order to track improvement in attendance for specific children. • Pupils with 96% + attendance over the year will attend an end of year cinema trip. • The attendance officer will track attendance of pupil premium pupils to identify which pupils are entitled to which rewards. 	<p>£4,500</p>	<p>Pupils with low attendance are monitored rigorously.</p> <p>The attendance of disadvantaged pupils will rise and exceed last year's attendance figure.</p> <p>The gap in attendance between disadvantaged pupils and non-disadvantaged pupils will be reduced and will be smaller than last year's gap.</p>	<p>Attendance rewards were given out regularly for 100% attendance. However, the positive increase in the attendance of non-PPG pupils resulted in the gap overall increasing from -1.4% to 3.5%.</p>																



		The attendance of targeted pupils will improve e.g. those being addressed through attendance surgeries.	
<p>Additional teaching support:</p> <ul style="list-style-type: none"> An experienced teacher will support the achievement of targeted pupil premium pupils in Year 3, three mornings a week. The additional teacher will work collaboratively with the class teacher to identify and teach gaps to ensure progress of disadvantaged pupils. The class teacher will monitor the effectiveness of this support through observations and evaluation. The additional teacher will record the impact of their teaching and delivery and share this with the class teacher. The SENCO will oversee this provision and monitor the impact on targeted pupils, through observations, monitoring of evaluations, data analysis and book scrutinies. 	£1,720 (summer term) x 3	<p>Disadvantaged pupils will receive additional, tailored support to meet their individual needs.</p> <p>Disadvantaged pupils will make at least good progress from their starting points in Reading, Writing and Maths.</p> <p>The gap between disadvantaged pupils and non-disadvantaged pupils in Year 3 will be reduced in comparison to last year's gap.</p>	<p>Teacher delivered Maths, Reading and phonics interventions to Y3 pupils.</p> <p>Extension Maths group 3 out of 9 pupils receiving the intervention were PPG pupils. All pupils made positive + progress.</p> <p>Reading/phonics group 4 out of 6 pupils receiving the intervention were PPG pupils. All pupils made positive + progress.</p> <p>Progress for disadvantaged pupils in Y3 continues to be a priority in 2020/21.</p>
<p>Pastoral Team Support:</p> <p>Pastoral Care Co-ordinator employed to support families and pupils with social and emotional difficulties. SEND TA employed to support a high number of pupil premium children with special educational needs and/or pastoral needs. SENCO employed to monitor and track provision for PPG children in addition to all other vulnerable groups.</p>	£79,500	<p>A high number of pupil premium children will benefit from attending morning nurture clubs, lunch time clubs and after school clubs to widen pastoral and extra-curricular experiences.</p> <p>Disadvantaged pupils will receive high quality nurture/pastoral support</p>	<p>The Pastoral Care Co-ordinator delivered a range of interventions which have had positive outcomes on pupils' social and emotional development including:</p> <p>Bright Stars – The main purpose is to begin to develop young people's self- esteem and to build their confidence, thereby improving their emotional and mental well-being.</p>



<ul style="list-style-type: none"> • The Pastoral Care Co-ordinator will work closely with families that need support through a variety of meetings with external professionals. • The Pastoral Care Co-ordinator will make the necessary referrals to support the wellbeing of pupils. • The Pastoral Care-Co-ordinator will liaise with the SENCO to support pupils with additional needs, through interventions and referrals such as Counselling, Anxiety support, Bright Stars, PALMS, School Health and Family Support Workers. • The Pastoral Care Co-ordinator will plan and deliver interventions to support the social and emotional development of pupils such as Bright Stars and emotional resilience. • The Pastoral Care-Coordinator will attend Mental Health training as the Mental Health lead in the school and will promote strategies and resources with staff to ensure that all pupils have the tools to support their mental health. • The SENCO will monitor and track support for pupil premium children, to ensure that all disadvantaged pupils have needs identified and provision put in place. • The SENCO will support colleagues to deliver interventions of a high quality. The SENCO will work closely with all professionals within the school to analyse progress and modify practice. • The SEND TA to work closely with the SENCO and Pastoral Care Co-ordinator to deliver effective academic and social/emotional interventions for pupil premium children and run a daily nurture lunch club for selected pupils. The SEND TA and Pastoral Care Co-ordinator will run a morning nurture group 'Tea and Toast' in addition to a weekly social/emotional intervention 'Bright Stars' and a monthly Young Carers Nurture group. 		<p>which will lead to Improved social and emotional wellbeing as well as attendance for targeted pupils.</p> <p>Evaluation of social/emotional interventions will confirm that pupils are more confident and able to manage their emotions.</p> <p>Teachers will feedback the impact of the intervention on their pupils' emotional wellbeing through monitoring systems.</p> <p>Staff empowered to support all vulnerable groups through appropriate training.</p> <p>Disadvantaged pupils will make accelerated progress in Reading/Writing/Maths.</p> <p>Disadvantaged pupils will make at least good progress from their starting points.</p> <p>The gap between disadvantaged and non-disadvantaged pupils will reduce, and improve, in comparison to last year's data.</p>	<p>Tea and Toast – A nurture group for a small group of children having toast and juice allowing them time to sit and talk in a calm environment before they start their day. Most of the children who attend do so due to social and/or emotional reasons i.e. open to other services; having a difficult time at home or they might be struggling with coming into school and having difficulties with friendships. From September 2019 –July 2020 a total of 9 children attended. Pupil premium children accounted for 5 out of 9 of the children</p> <p>The Pastoral Care-Coordinator regularly met with parents, social workers and other professionals where parents have pastoral concerns or whereby families were open to children's services. She also worked very closely with the SENCO where PPG or SEND pupils are under her care. The SENCO has been attending CIN meetings for families of pupils with SEND.</p> <p>The Pastoral Care-Coordinator also worked closely with the SEND TA, running a Nurture Lunch club daily and a Young Carers group once a month. Between September 2019 and April 2020, 17 pupils attended the Nurture lunch This club provided the opportunity for pupils to engage in a range of play and social activities with their peers, develop interactions and friendships as well as have an opportunity to talk to trusted adults about any worries that they</p>
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<ul style="list-style-type: none"> • The SENCO will evaluate the impact of the provision put in place to support the social, emotional and academic development and progress of pupil premium and SEND pupils. • The SENCO will act as the School Champion throughout the Achievement for All programme. 		<p>Disadvantaged pupils will achieve the expected standard in Reading/Writing/Maths alongside the National statistics.</p>	<p>may have, or on the contrary, share positive experiences with.</p> <p>The SENCO supervised the provision of a high number of pupils with complex SEND needs and PPG pupils, working alongside parents, teachers, TAs and external professionals to ensure that pupils have tailored provision for their individual needs.</p>
Resource Subsidies:	£15000		
TOTAL for 2019/2020	£169,000		



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The main barriers to educational achievement faced by eligible pupils were learning difficulties in reading, writing and mathematics, speech and language difficulties, attention and concentration and social and emotional difficulties.

During this financial year, Parkside Community Primary School received a total £169,000 pupil premium funding. In addition to high quality class teaching, the funds have been allocated in the following ways to address these barriers and maximise each pupil's progress and attainment:

Barriers to Educational Achievement

Within our school setting, there are a number of barriers faced by eligible pupils:

- low entry levels to the school – especially in language and communication;
- lack of perseverance skills / belief / ambition in what they can achieve in life;
- gaps in understanding of basic skills – especially where attendance is low;
- limited 'life experiences'.

Monitoring and Measuring Impact

- PPM run half termly will identify Pupil Premium pupils and review their progress and attainment. SMART targets and interventions for them will be identified to ensure accelerated learning.
- We measure impact of the interventions half termly.
- We use a rigorous system to ensure that additional support is individually tailored for each pupil across the year.
- Alongside this, we track data throughout the year to measure the summative impact of the interventions provided.

Review Date

A review of our pupil premium strategy will take place every half term, in line with Pupil Progress Meetings.